

# STATE NORMAL SCHOOL

SALISBURY, MARYLAND



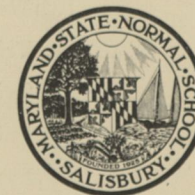
Announcement

1930-1931



MARYLAND  
STATE NORMAL SCHOOL  
AT  
SALISBURY

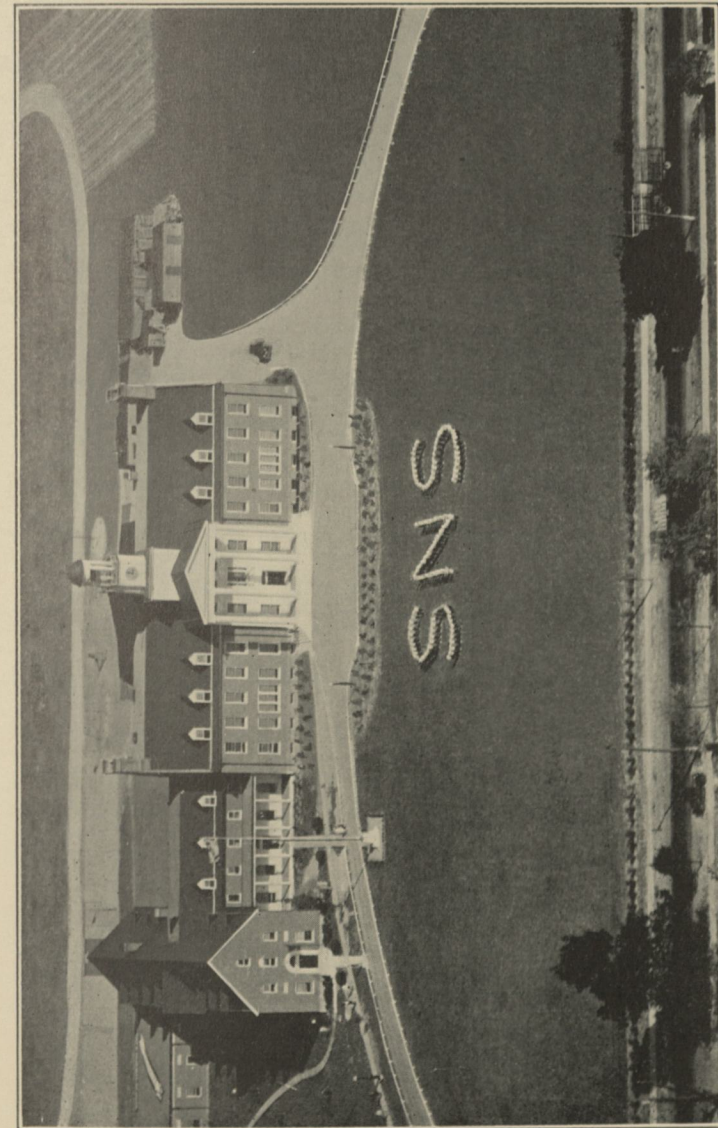
Announcement  
1930-1931





## CALENDAR FOR 1930-1931

Elementary School Opens for Registration	Tuesday, September 2
Elementary School, Regular Work	Wednesday, September 3
Registration and Organization of Classes for First Term	Tuesday, September 2
Dormitories Open for Resident Students	Tuesday, September 2
Regular Schedule Begins	Wednesday, September 3
Homecoming	Saturday, October 18
Armistice Day Celebrated at School	Tuesday, November 11
Fall Term Ends	Tuesday, November 25
Thanksgiving Holidays	Wednesday, November 26, to Sunday, November 30, Inc.
Regular Schedule Followed	Monday, December 1
Winter Term Begins	Monday, December 1
Christmas Vacation	Saturday, December 20, to Sunday, January 4, Inc.
Regular Schedule Followed	Monday, January 5
Winter Term Ends	Friday, March 6
Spring Term Begins	Monday, March 9
Easter Vacation	Thursday, April 2, to Tuesday, April 7, Inc.
Regular Schedule Followed	Wednesday, April 8
Senior Class Schedule Ends	Wednesday, June 3
Spring Term Ends	Friday, June 5
Elementary School Closes	Friday, June 5
Senior Class Day and Alumni Reunion	Saturday, June 6
Sermon to Graduates	Sunday, June 7
Commencement, 11.00 A. M.	Monday, June 8



MARYLAND STATE NORMAL SCHOOL AT SALISBURY, VIEWED FROM THE AIR. ENTIRE STUDENT BODY IN ATHLETIC COSTUME FORM THE INITIALS S N S ON THE FRONT CAMPUS. TENNIS COURTS AND ATHLETIC FIELDS IN THE BACKGROUND.



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## THE BOARD OF TRUSTEES

OF THE

## Maryland State Normal Schools

CONSISTING OF

THE STATE BOARD OF EDUCATION

AND

THE STATE SUPERINTENDENT OF SCHOOLS

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EMORY L. COBLENTZ, Frederick  
EDGAR W. McMASTER, Pocomoke City



## FACULTY

1930-1931

- HOLLOWAY, WILLIAM J.-----Principal  
A. M. and Ph. D., Teachers College, Columbia University
- BENNETT, LUCY W.-----Librarian, English  
A. B., Randolph-Macon Woman's College; A. M., Columbia University
- CARUTHERS, THOMAS J.-----Mathematics, Psychology, Supervisor  
of Rural Practice Teaching  
B. S., Southeast Missouri State Teachers College; A. M., Teachers College,  
Columbia University
- COLLINS, LURAH D.-----Geography, Industrial Arts  
B. S., A. M., Teachers College, Columbia University
- FEIDLER, GLADYS E.-----Music  
Diploma, Oberlin Conservatory of Music; B. S., Teachers College, Columbia  
University
- HARWOOD, VIRGINIA C.-----Supervisor of Graded Practice Teaching  
B. S., East Radford, Va., State Teachers College; A. M., Teachers College,  
Columbia University
- JAMART, HELEN L.-----Physical Education, Hygiene  
Diploma, Harvard University School of Physical Education
- MARSHALL, EDNA M.-----Director of Training,  
Principal of Elementary School  
Diploma, Maryland State Normal School; B. S. and A. M., Teachers College,  
Columbia University. On leave of absence, 1930-31
- MATTHEWS, ANNA H.-----English  
A. B., Colorado State Teachers College; A. M., Teachers College, Columbia University
- POWELL, RUTH F. C.-----Social Director, Home Economics  
B. S., Teachers College, Columbia University
- WILSON, IDA BELLE-----History, Rural Sociology  
Diploma, Maryland State Normal School; B. S. and A. M., Teachers College,  
Columbia University
- To be announced-----Assistant Librarian, Stenographer
- KIRK, ALMA LOUISE-----Secretary  
A. B., Goucher College
- SKIRVEN, ALDEN R.-----Registrar  
A. B., Goucher College
- RICHARDSON, J. B.-----Superintendent of Buildings and Grounds

## TRAINING CENTERS

## Campus Elementary School

- PARKER, LILLIAN M.-----Grades 1-2  
Diploma, Maryland State Normal School at Towson
- RIALL, PAULINE-----Grades 3-4  
Diploma, Maryland State Normal School at Towson
- WEANT, MARGARET-----Grades 5-7  
Diploma, Maryland State Normal School at Towson

## AFFILIATED TRAINING CENTERS

## Salisbury

- FRANCIS, LOUISE-----First Grade, East Salisbury  
Diploma, Maryland State Normal School at Towson
- BROWN, MAUDE-----Second Grade, East Salisbury  
First Grade State Certificate (Maryland)
- KILLIAM, GERTRUDE-----Third Grade, East Salisbury  
First Grade State Certificate (Maryland)
- HEARNE, ELSIE-----Sixth Grade, Salisbury Grammar  
First Grade State Certificate (Maryland)
- REDDISH, A. MAE-----Seventh Grade, Salisbury Grammar  
First Grade State Certificate (Maryland)

## Wicomico County

- JENKINS, HAZEL-----One-room School, Mt. Herman  
Diploma, Maryland State Normal School at Salisbury
- PERDUE, HELEN-----One-room School, Siloam  
Diploma, Maryland State Normal School at Towson
- JAMES, BERKLEY-----One-room School, Shad Point  
First Grade State Certificate (Maryland)
- ALLEN, BEULAH NOCK-----One-room School, Brick Kiln  
Diploma, Maryland State Normal School at Salisbury
- WHAYLAND, MILDRED-----One-room School, Allen  
First Grade State Certificate (Maryland)

## Somerset County

- MCMAMARA, MARY-----One-room School, Eden  
First Grade State Certificate (Maryland)



## STUDENT ORGANIZATIONS, 1929-1930

### Athletic Association

The Athletic Association, one of the most popular organizations in the school, was formed primarily to band together into one society those students who are especially interested in athletics. Besides contributing in great part to the athletic activities of the Salisbury Normal School, its members are annually invited to participate in State and county meets in the capacity of officials.

#### Officers

Helen Robinson, President  
Olivia Thompson, Vice-President  
Maggie Murrell, Secretary  
Mildred Beauchamp, Treasurer  
Helen Wimbrow, President elect for 1930-1931

### Baglean Society

This organization, one of the two literary societies, has become an integral part of the institution, having been formed during the first year of the Normal School's life. Named in honor of the well-known educator, Dr. William C. Bagley, it has as its main purpose to provide further opportunities for leadership and participation in both social and educational activities.

#### Officers

Ruth Scott, President  
Arlene Gale, Vice-President  
Pocahontas Somers, Secretary  
Dorothy Ward, Treasurer  
Pocahontas Somers, President elect for 1930-1931

### Carnean Society

An equally popular organization is the Carnean Society, which derives its name from that of Miss Mabel Carney, an educator conspicuous in the field of rural education. Throughout the school year, the Carneans are enthusiastically entered in friendly competition with the Bagleians in the athletic, story-telling, and creative-effort contests.

#### Officers

Constance Clark, President  
Virginia Buffett, Vice-President  
Catherine Spry, Secretary  
Dorothy Powell, Treasurer  
Ottile Baker, President elect for 1930-1931

### Glee Club

The Sho' Echo Glee Club had its beginning in the first week of the opening of the school in 1925. Since that time it has become one of the most conspicuous extra-curricular organizations here, annually presenting a high-class musical entertainment, and appearing before numerous Shore clubs for musical performances.

#### Officers

Mary Louise Taylor, President  
Florence Wimbrow, Secretary and Treasurer  
Florence Wimbrow, President elect for 1930-1931

### "Holly Leaf" and "Evergreen"

The "Holly Leaf" is a monthly publication, edited by the student body, which endeavors to give in true journalistic style all news events occurring at the school. Its staff also publishes the annual, known as the "Evergreen". Both publications are considered highly successful, the "Holly Leaf" having once been awarded the third prize and twice given honorable mention at the Interscholastic Press Association Convention held annually at Columbia University.

#### Staff

Alice Mellott, Editor-in-Chief  
Aline Adkins, Assistant Editor  
Dorothy Knotts, Literary Editor  
Elizabeth Wright, Assistant Literary Editor  
Miriam Nottingham, Alumni Editor  
Anna B. Bonner, Athletic Editor  
Doris Cooper, Art Editor  
William Matthews, Business Manager  
Nellie Nordwall, Assistant Business Manager  
Marion Owens, Junior Reporter  
Margaret Laws, Junior Reporter  
Mable Willis, Junior Reporter  
Catherine Bailey, Typist  
Elizabeth Wright, Editor-in-Chief for 1930-1931

### Normal Home Association

The purpose of the Normal Home Association is to make the life of the girls here as nearly homelike as possible. In carry-



ing out this main purpose each student thinks of living in a group, and tries to put into practice that prime essential to all harmonious group life—consideration for others.

#### Officers

Flora Hankins, President  
Dorothy Clow, Vice-President  
Agnes Newnam, Secretary  
Gladys Lewis, Treasurer  
Edith Towers, President elect for 1930-1931

#### Junior Class

Shortly after the opening of school, the members of the Junior Class elect their officers for the current year, whose duty it becomes to guide the activities of the class to the best advantage.

#### Officers

Edith Towers, President  
Pauline Ellis, Vice-President  
Julia Covington, Secretary  
Gwendolyn Windsor, Treasurer  
Catherine Spry, President elect for 1930-1931

#### Senior Class

The Senior Class is organized as a body early in the school year, and meets regularly to discuss all problems pertaining to the class as a whole. One member of the faculty is elected annually by each class to advise the group.

#### Officers

Betty Dallas, President  
Agnes Mullen, Vice-President  
Betty Holloway, Secretary  
Virginia Nottingham, Treasurer

#### Student Council

The Student Council has as its main objective coöperation with the faculty in planning for student activities necessary to the success of the school. It is also in charge of the School Store.

#### Officers

Viola Golt, President  
Marguerite Short, Vice-President  
Catharine Hughes, Secretary

#### Student Grange

The Student Grange, organized in 1928 as the first of its kind to be instituted in a normal school in the United States, is steadily growing in membership, and in its importance to the extra-curricular life of the students. It was represented at the convention of the National Grange held in Washington, and at the annual meetings of the Maryland State Grange.

#### Officers

Dr. William J. Holloway, Master  
Louise Redden, Lecturer  
M. Virginia Dryden, Secretary  
Mildred Beauchamp, Treasurer  
Helen Robinson, Overseer  
Viola Golt, Steward  
Dorothy Knotts, Assistant Steward  
Anna Bonner, Lady Assistant Steward  
Louise Barton, Chaplain  
Julia Dryden, Ceres  
Elizabeth Callahan, Pomona  
Maggie Murrell, Flora  
Catherine Burlin, Gatekeeper  
Dr. W. J. Holloway, Master for 1930-1931

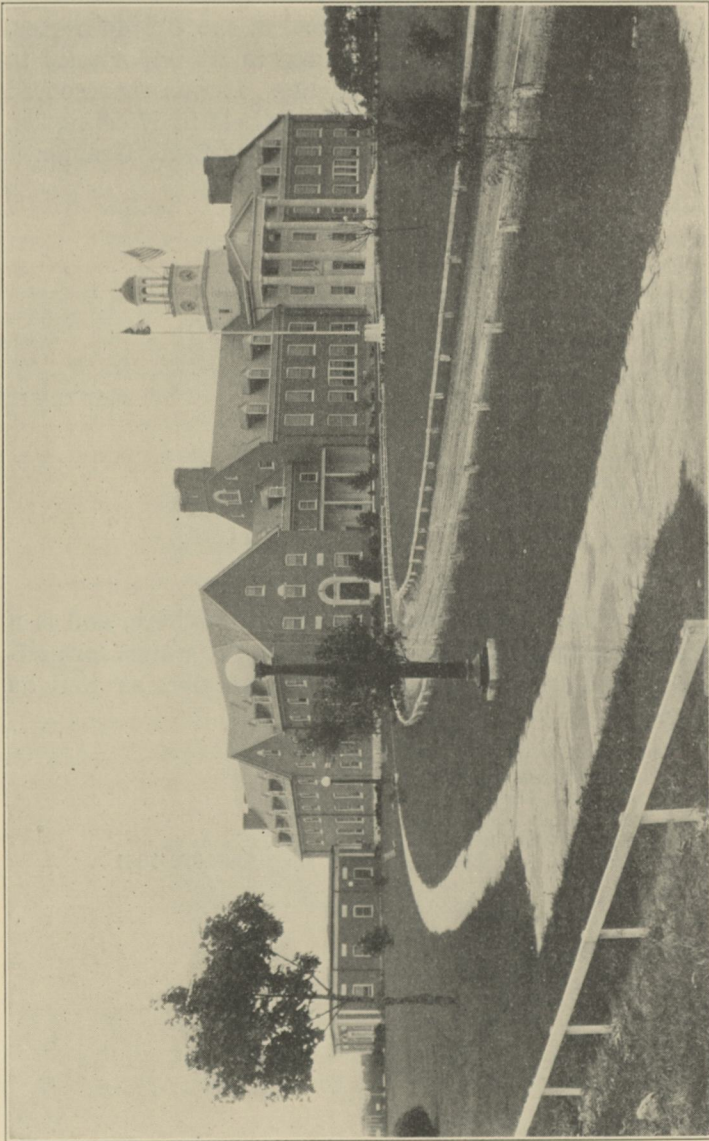
#### Y. W. C. A.

The Y. W. C. A. gives itself to service for others, and is a vital force in the spiritual life of the school. It stands for self-improvement, physically, socially, and mentally, as well as spiritually.

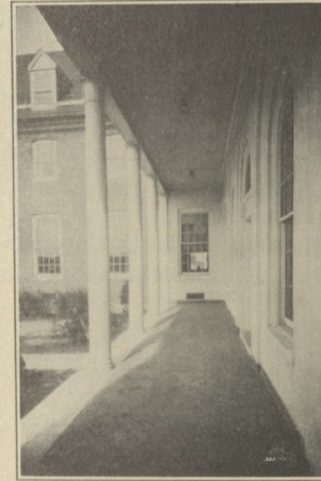
#### Officers

Edna Beasten, President  
Almona Keyser, Vice-President  
Margaret McAllister, Secretary  
Margaret Watkins, Treasurer  
Pauline Van Pelt, President elect for 1930-1931

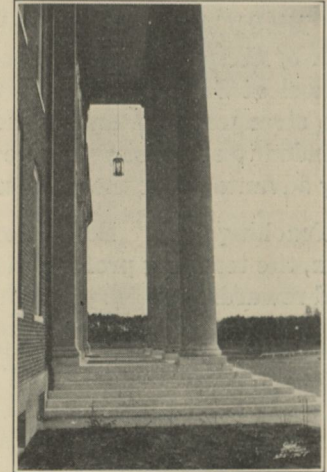




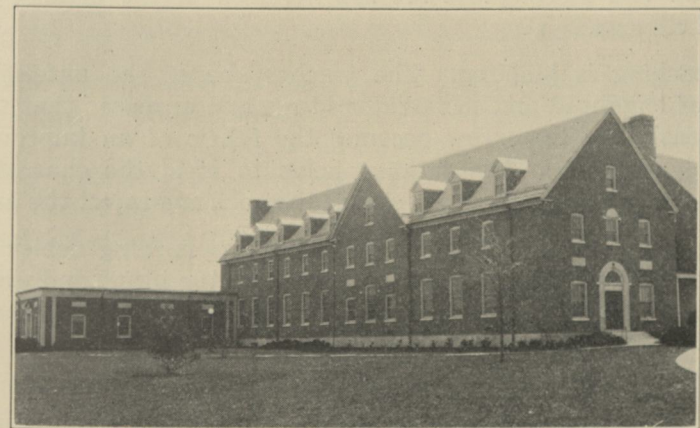
SHOWING THE SCHOOL AS IT APPEARS AT PRESENT. ADMINISTRATION BUILDING AT RIGHT. NORTH WING AND CONNECTING WING AT LEFT. PART OF ELEMENTARY SCHOOL IN REAR. DORMITORIES ON SECOND AND THIRD FLOORS.



"AND GLEAMING COLUMNS  
RADIANT IN THE SUN."



"A PILLAR'D SHADE HIGH  
OVER-ARCHED"



"THERE'S NOTHING ILL CAN DWELL IN SUCH A TEMPLE"



## SERVE DEMOCRACY'S GREATEST NEED

**A**MERICA'S best talent should be dedicated to the *training of the youth for citizenship*. The Maryland State Normal School at Salisbury desires to enlist in the educational army the strongest men and women in every locality. It is recommended to our best young people that they consider the following advantages of the profession of teaching:

**Teaching pays.** Besides ever-increasing financial compensation, the teaching profession offers the highest social sanctions and rewards.

**Teaching is a growing profession.** The State now requires the services of five hundred new teachers annually. There is a strong demand that teachers be better trained. As training increases, the financial and social rewards likewise increase.

**Teaching offers a growing career.** The well-trained teacher need have no fear of unemployment, but may look forward to increasing opportunities commensurate with added training and growth in personal fitness.

**Teaching offers mental and moral growth.** The soundest mental and moral processes are involved in the making of good citizens.

**Teaching is building.** The teacher shapes the unfolding life of childhood and so radiates ideals and purposes that the citizenship of tomorrow becomes the fabric of an improved social structure. The teacher helps to mold the character of children so that they will choose the good and reject the bad.

**Teaching inspires high ideals.** There is nothing nobler or more practical than to shape and to guide the ideals and practices of the young citizens who are soon to be the Nation's responsible leaders.

**Teaching is service.** Those who enter this high calling enjoy the spiritual development and true happiness that come from rendering real service to the Republic. Half the work of teaching consists in creating a feeling of good will for the school by means of active participation in all movements for a better community.

**Teaching insures big opportunities.** With growth and inspiration come multiplied opportunities for self-improvement, for rearing the family in a wholesome atmosphere, and for living and building on life's best side.

**Teaching is practical patriotism.** Inspiring young people and directing their activities as citizens is essential to a democracy. The future of America depends upon education, and education will be equal to its task only if it is directed by enthusiastic and well-trained teachers.

**Teaching is the profession of professions.** Measured by the standards that make life genuinely rich and happy, teaching offers opportunities beyond those of other professions. Teaching is the clearing-house of the past, the guide of the present, and the prophet of the future. Teaching is most exacting in its demands, most far-reaching in its influence, most satisfying in its returns—the biggest job in all the world.

## A NEW STATE NORMAL SCHOOL

The Maryland State Normal School at Salisbury was located on the Eastern Shore in response to a long-felt need for a teacher-training school to care for the educational interests of this section of the State. It has now been serving the people of Maryland for five years, and is firmly established as an indispensable part of the State's public-school system.

The school was authorized by the Legislature of 1922. The Building Commission, then created, selected for the location of the new institution a site containing twenty-nine acres ideally located near Salisbury. The school is now within the city limits, being included in the territory annexed by act of the Legislature of 1927.

After initiating a building program, which nears completion gradually, there being only one more unit to be added now before the buildings will be complete, the commission went out of existence, the Legislature having authorized the appropriations following the first one to be expended by the State Board of Education.

The buildings now in use comprise the administration building, containing classrooms, auditorium, offices, and bedrooms;



the north wing and connecting wing, including the library, lecture room, dining-room and faculty offices, and the one-story elementary school building in the rear of the north wing.

The school opened in September, 1925, with an enrollment of 105 students. The enrollment increased in one year to 150 students, and there has been a gradual increase each year. The students come from every county on the Eastern Shore, from Western Maryland counties, from Delaware, and from the Eastern Shore of Virginia.

The State Normal School at Salisbury is a special institution dedicated to a single purpose; namely, to enable its graduates most economically and most satisfactorily to realize through the noble calling of the teacher those goals of knowledge, habits, skills, ideals, appreciations, and prejudices which are the legitimate aims of the elementary school. It attempts to prepare high school graduates for acceptable teaching service in all types of elementary schools. Maryland very urgently needs teachers who will cheerfully accept any position to which they may be assigned, not excepting an isolated rural school never before taught by a Normal School graduate; who will attack the problems of a new and strange environment with unflinching enthusiasm; who will identify themselves with the varied interests of the people whom they are attempting to serve; and who know the meaning and value of that professional spirit which must be possessed by those engaged in teaching—that vocation which contributes most to social welfare. Such teachers Salisbury Normal School aims to supply.

#### THE LIBRARY

Two large rooms on the main floor of the present building are devoted to library purposes. The reading room is light, airy, attractive in design, and well furnished to meet the needs of the student body. The room is supplied with the best system of artificial lighting that modern engineering can devise. In the organization of the library a combination of the open shelf and the stack room system is employed, and

the books are classified by the Dewey decimal system of classification.

Especially care has been taken in the selection to include the best books available for a teacher-training institution. The selection includes a sufficient number of reference books, encyclopaedias, current periodicals, newspapers, and college and elementary school text-books to make the library a real instrument for the cultural and professional development of the students.

A special section is devoted exclusively to children's literature. Here is found a collection of the choicest literature obtainable for the encouragement of a desire to read good books and the development of a discriminative taste in the choice of the materials of reading. The teachers-in-training learn to know children's books, to love them, and to use them in teaching.

#### PRACTICE SCHOOL FACILITIES

It is in its plans for practice teaching also that the State Normal School at Salisbury takes a decided step forward. Normal schools and teachers colleges generally have come to recognize the necessity for having their students secure their practice in actual teaching situations under normal conditions and with close expert supervision. Many of these institutions are located at prohibitive distances from desirable practice centers; or, if more favorably situated, they have been unable to effect a coöperative arrangement with the local board of education.

The Salisbury school is more fortunate. It is located within easy distance of a well-graded city system of public schools having a semi-annual system of promotion. Within a radius of seven miles from the normal school are more than a dozen typical one- and two-teacher rural schools, all on improved highways. As many of the town and country schools as are needed are available for practice teaching. An understanding has been reached between the Board of Trustees of the State Normal School and the Boards of Education of Wicomico and Somerset Counties whereby, under conditions mutually satisfactory, the local schools may be used as a laboratory for



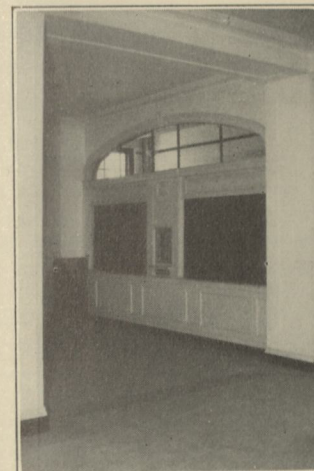
observation, demonstration, and practice teaching. Experience has proved that such a plan, if wisely administered, not only furnishes the teacher-training institution with facilities it must have in order to do its work well, but it invariably provides a stimulus to a sane and steady growth in the professional spirit, professional insight, and professional skill of the entire teaching staff of the school system with which it co-operates.

The affiliated practice centers for the year 1930-1931 are as follows:

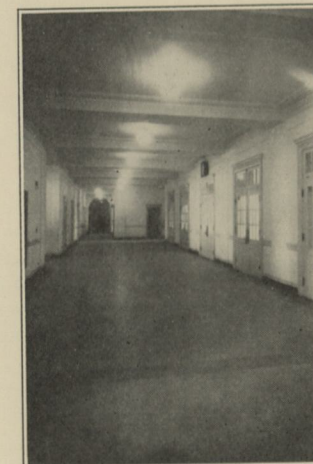
1. In the City of Salisbury:  
East Salisbury School, grades one, two, and three;  
Grammar School, grades six and seven.
2. In the rural one-teacher schools:  
Wicomico County,  
Brick Kiln, Allen, Shad Point, Siloam, Mt. Herman.  
Somerset County,  
Eden.

In addition to the local schools there has been provided, in conjunction with the normal school, an elementary school which exemplifies the best practice in elementary school planning. The elementary school is a complete unit in itself, with a conference room for each critic teacher, a library, and an assembly room. The director of training is principal of the elementary school, and three specialists in elementary education carry the work of seven grades.

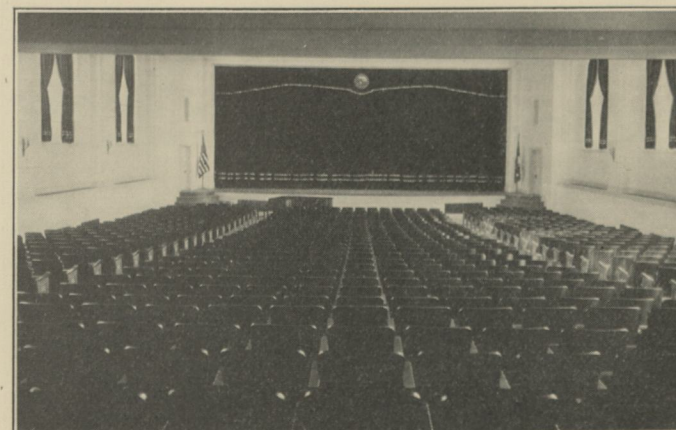
In order that principles, habits, and skills fundamental to good teaching have sufficient time to be fixed, practice teaching is distributed over three terms of work. The following stages are being followed: Observation, participation, group teaching; room teaching of a single grade; and practice in the one-teacher schools. These various stages are known as Teaching I, Teaching II, Teaching III. Teaching I includes observation, participation, and group teaching for one hour daily for twelve weeks; Teaching II, room teaching of a single grade for one hour daily for twelve weeks; Teaching III, responsible one-teacher school teaching for one-half day for six weeks. Paralleling these three courses are educational courses known respectively as Technique of Teaching, Elementary School



"KIND LETTERS,  
THAT BETRAY THE HEART'S  
DEEP HISTORY."

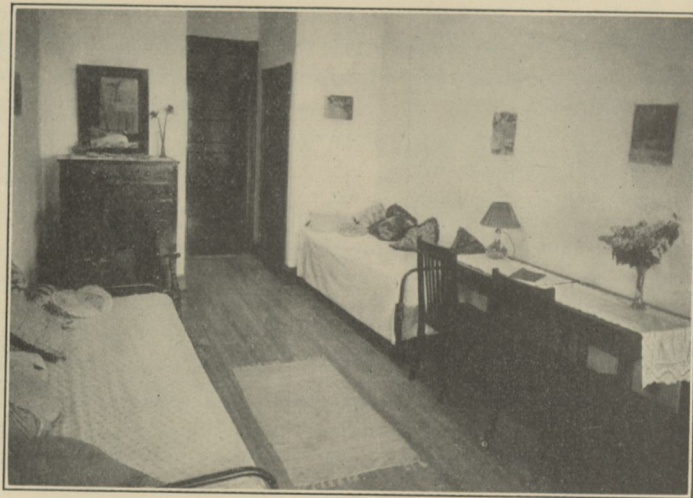


"\* \* \* THE WORK  
SOME PRAISE,  
AND SOME THE ARCHITECT."

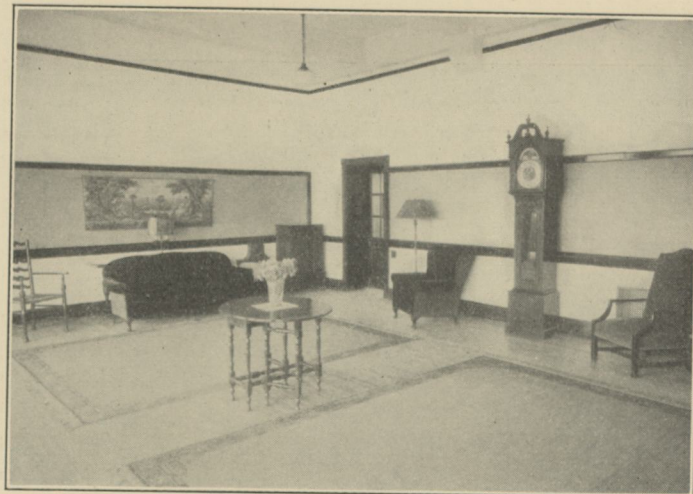


"YET ALL HOW BEAUTIFUL \* \* \*"





"TIRED NATURE'S SWEET RESTORER, BALMY SLEEP!"



"SOCIETY THEREFORE IS AS ANCIENT AS THE WORLD."

Problems, and Rural Teaching Problems. These courses serve as clearing-houses for many of the problems met in practice.

In charge of practice teaching is the Director of Training. Working with her are carefully selected and specifically trained supervisors. These teachers are in some cases the subject-matter specialists in various academic fields. Their names are found listed elsewhere in the bulletin.

It is confidently believed that a careful execution of these plans will, in larger measure than can result from different plans in vogue elsewhere, produce trained teachers who will fulfill the reasonable expectations of pupils, parents, and officials of the schools of Maryland.

#### LOCATION AT SALISBURY

Salisbury, chosen by the General Assembly of 1922 as the location for the needed new teacher-training institution, is a modern, progressive little city, with cultured, refined people who will do their part to make life at the State Normal School pleasant and profitable. Situated at the junction of two railroads, at the head of navigation on the Wicomico River, with hard-surfaced highways radiating in every direction, it is easily accessible from all parts of the Eastern Shore of Maryland. Its lakes and river give it a natural setting of rare beauty. Opportunities for boating, bathing, and fishing are right at hand. Maryland's seaside resort, Ocean City, is distant only an hour's ride. Wilmington, Philadelphia, and Baltimore are in comfortable motoring distance. The Pennsylvania Railroad's trunk line from New York to Norfolk and the South passes through Salisbury. De luxe busses run on regular schedule to all parts of the peninsula.

The site selected by the Building Commission, a farm of nearly thirty acres just south of Salisbury, is ideal for the purpose. The grounds comprise attractive lawns, ornamented with flowers, trees, shrubbery, and evergreens; playground areas, gardens, and an orchard. A distinctive feature is the athletic field, where training in all forms of sport is given.

#### LIVING ACCOMMODATIONS

The State Normal School at Salisbury has rooms for resident students on the second and third floors of each wing and on the



third floor of the administration building. Group baths and a student's laundry are conveniently located, and each room has a lavatory with hot and cold running water. Rooms accommodate two students. Two of the best rooms are set aside for infirmary purposes, where necessary care can be given to any student taken sick.

#### THE STUDENTS

Salisbury Normal School will exact of its students a high standard of achievement. County superintendents and boards of education are promised that a diploma granted by this school will mean that the recipient really knows how to organize, to manage, and to teach an elementary school. The Normal School, therefore, reserves the right to advise any student who does not early demonstrate an aptitude for teaching to prepare for some other vocation.

From the first both men and women students were admitted. Our men graduates are making commendable records as teachers, and we still believe that some men should each year enter upon preparation for elementary teaching service. This school has not, however, enrolled in any one year enough men students to make it possible for them to engage in those normal masculine activities in which men are naturally interested. We have, therefore, reluctantly concluded that it would be to the best interests of men graduates of high schools to prepare elsewhere for teaching. Therefore, beginning with September, 1930, this school will admit only women students.

There are two classes, a Junior class and a Senior class. Female graduates of approved four-year high schools will be admitted to the Junior class. By a ruling of the State Board of Education such students must be sixteen years of age by the following December 31. The Senior class will be composed of: (1) Students who have completed the Junior work at this school, or who have secured equivalent training elsewhere and are permitted by the Board of Trustees to transfer to this institution; (2) teachers of experience who can offer credits equivalent to the Junior work. Teachers who contemplate securing the Salisbury Normal School diploma in one year must have their credits evaluated by the State Department of Education.

#### SUPERVISION OF STUDENTS

Everything possible will be done for the health, comfort, and happiness of the students in attendance. Their social, moral, and religious life will be properly supervised, and parents may entrust their daughters to this school with every assurance that they will receive the careful and sympathetic guidance of well-trained institutional directors.

Reasonable regulations will be adopted for the conduct of the dormitory. These regulations are for the protection of the students and are not designed to restrict their liberties to an unwarranted degree. Students will be expected to conduct themselves at all times as befits the dignity of the teaching profession. The faculty and the dormitory officials will cheerfully coöperate with the student body in all laudable efforts to make the dormitory an ideal home.

#### TEACHERS' CERTIFICATES

A graduate of a Maryland State Normal School is awarded a diploma by the State Board of Education and, at the same time, the State Superintendent of Schools issues the State elementary school teacher's certificate of the first grade. This certificate is valid for service in any elementary school in the State for three years, and is renewable upon evidence of successful experience and professional spirit, and attendance upon summer school at least once in four years.

#### AN INEXPENSIVE SCHOOL

There is no charge for tuition or books. Students residing in the dormitory are given room, board, laundry, and personal care at the rate of \$5.00 per week, or \$180.00 for the year, payable in two equal installments in advance, \$90.00 on the opening day in September, and \$90.00 on January 22. In addition to this, four fees, to be paid every year, are required: a \$5.00 registration fee, a \$5.00 laboratory fee, a \$5.00 health fee, and a \$10.00 student-activities fee. The health fee is used for the part payment of nursing service and of doctor's bills for minor ailments. If a student is ill enough to be sent to a hospital, the school will not be responsible for such expenses. The student-activities fee covers necessary class, society, and club dues and helps to finance the school monthly and annual publications, as well as a series of educational motion pictures.



The student also pays an annual rental fee of \$1.00 for the use of a private lockbox at the school postoffice, and \$.50 for uniform indelible laundry markers.

Students from other States will be admitted upon the same terms and conditions as apply to residents of Maryland. It is, however, necessary that they deposit \$300.00 each year, which is the estimated per capita cost to the State of maintaining the school in addition to the sum paid by the students. This will be refunded without interest after the graduate has taught two years in Maryland schools. In lieu of a cash deposit, a bond of an approved surety company will be accepted, the student paying the premium annually for four years—the two years the student attends the school and the two years of service in the schools of Maryland.

#### PERSONAL EXPENSES

Life at normal school, as at all other colleges, necessitates certain incidental and personal expenses. Parents should provide a regular allowance for these, the amount to be approximately \$50.00 for the year.

#### SPECIAL MUSIC INSTRUCTION

Individual music instruction, if desired, can be arranged for at the school. For this instruction there is a fee of \$17.00 each term, with the addition of \$3.00 per term for the use of a piano for practice one hour a day. Lower rates will be made for group instruction.

#### DAY STUDENTS

Day students will pay only the four fees: registration, laboratory, health, and student activities. They will deposit the breakage fee, which will be refunded at the end of their two-years' stay, as in the case of the boarding students, if no damages are charged to the student.

Day students can obtain wholesome hot lunches in the school cafeteria at a very low charge.

#### LOANS TO STUDENTS

The school, through the efforts of the faculty, in coöperation with the Parent-Teacher Association of the Elementary School and several of the Normal School student organizations,

has accumulated a loan fund which is available for needy and deserving students to help defray the expenses of the second half of the Senior year. Such a loan bears interest and is to be repaid during the first year of teaching.

#### SUMMARY OF FEES

Registration Fee (required of all students)	\$5.00 per year
Laboratory Fee (required of all students)	\$5.00 per year
Health Fee (required of all students)	\$5.00 per year
Student-Activities Fee (required of all students)	\$10.00 per year
Property-damage Deposit*	\$5.00 per 2 years
Laundry Markers (purchased at the school)	\$0.50 per year
Room Keys Deposit†	\$1.00 per year
Postoffice Box Rental	\$1.00 per year
Piano or Vocal Instruction (optional)	\$17.00 per term
Practice Fee for Use of Piano	\$3.00 per term
Class Instruction in Special Music	at lower rates
Board and Room in the Dormitories	\$180.00 per year

\* To be refunded at close of senior year if no breakage is charged to the student.

† To be refunded on return of keys.

#### REFUNDS

The following rules have been adopted by the Board of Trustees to govern refunds of fees paid by students:

##### Day Students

1. Day students who withdraw between the opening of the school and October 1 shall have refunded all fees except the registration fee, and one-half of the health fee.
2. Day students who withdraw on their own or guardian's initiative after October 1 shall receive no refund of fees.
3. Day students who withdraw at the request of the school after October 1 shall receive no refund of fees.

##### Resident Students

1. Resident students who withdraw before October 1 shall have refunded all fees except the registration fee and one-half of the health fee; and shall have refunded also the amount paid for board and room rent, minus the board and room rent for one more week than the number of weeks actually spent in the school.
2. Resident students who withdraw on their own or guardian's initiative after October 1 shall receive no refund of fees, and will be charged for board and room by terms; i. e., either for one term, or two terms, or three terms, according to the time of withdrawal. Fractions of a term will, therefore, be counted as full terms.
3. Resident students who withdraw at the request of the school after October 1 shall receive no refund of fees; such students shall have refunded the amount paid for board and room, minus the board and room rent for one more week than the number of weeks actually spent in the school.



## WHAT TO BRING WITH YOU

Every student must furnish for personal use: Toilet soaps, bureau scarfs, blotter or cover for study table, one pair of extra blankets (the school provides one pair of blankets), a cover or spread for the bed, two laundry bags, two tumblers, two teaspoons, six table-napkins.

Each student should be provided with rubbers or high arctics so as to be properly protected for bad weather.

Women students are allowed to have laundered six pieces of underwear each week, total not to exceed thirty-six cents according to the schedule of prices in the contract with a commercial laundry. They may without charge do extra washing and pressing in the kitchenette located on each floor.

The required uniform for athletics is: Two all-white middy blouses, a black tie, a pair of black bloomers, two pairs black stockings, and one pair white tennis shoes. In order to secure a desirable uniformity in appearance and quality of materials, and for purposes of economy, arrangements have been made with a Baltimore supply house to furnish the uniforms. The school will send to each new student an order blank to be filled out and forwarded to the supply house. The uniforms will be delivered at the school.

## APPLICATIONS FOR ADMISSION

Blank applications for admission will be furnished upon request. These blanks provide for reporting the applicant's high-school record; they should, therefore, be secured, filled out, and presented to the high-school principal before he departs for the summer. The principal will forward the blank to the school. The applicant will be promptly informed as to the enrollment granted and the room reservation recorded. If for any reason the student finds it impossible to occupy the room, the school should be notified immediately, so that the room reservation thus surrendered may be available for another student.

For copies of this announcement, application blanks, or additional information, address:

WILLIAM J. HOLLOWAY, *Principal*,  
Maryland State Normal School,  
Salisbury, Md.



"MUSIC RESEMBLES POETRY: IN EACH ARE NAMELESS GRACES WHICH NO METHODS TEACH."



"HONOR IS PURCHASED BY THE DEEDS WE DO."





"NO DOUBT THEY ROSE UP EARLY TO OBSERVE THE RITE OF MAY."



"MUSIC IS THE UNIVERSAL LANGUAGE OF MANKIND."

#### ADMISSION TO THE ELEMENTARY SCHOOL

The campus elementary school comprises grades one to seven, inclusive, with an enrollment limited to fifteen pupils in each grade. Applications for admission to this school should be made to the Principal of the Normal School. Application blanks may be secured at the Normal School.

#### THE CURRICULUM OFFERED

There is pressing need for elementary school teachers who know how to teach a rural school and who are content to live in the country. The Maryland State Normal School at Salisbury will attempt to meet this need. The course of study is designed to prepare teachers primarily for service in rural schools. At the same time there is sufficient differentiation to satisfy the demand for trained teachers for graded town or consolidated schools.

All courses are conducted with a single aim in view; namely, the training of high school graduates in the science and art of teaching. The curriculum is strictly professional from the outset, and conducted on a recognized collegiate level. It includes the acquisition of much new subject-matter along with preparation for classroom presentation.

Graduates of the Maryland State Normal School at Salisbury can secure two years of college credit at some of the leading universities and teachers' colleges. By completing the first two years of college work at this Normal School and teaching at least two years to fulfill the obligation to the State the ambitious teacher is in a position to win the B. S. degree in Education in two more years. A college education secured in this way will cost considerably less than if the entire four years are spent successively at one institution. It should be noted also that college graduates trained in elementary education are scarce. In this field of service the future offers joy, large opportunity, and adequate financial returns.

There are one hundred and eighty actual teaching days in the school year, the year being divided into three terms of twelve weeks each.



## THE CURRICULUM

Junior Year		Senior Year	
	Credits		Credits
Educational Psychology	4	Curriculum Organization	3
English Ia—Fundamentals	2	Elementary School Problems	2
English Ib—	2	English IV—Reading and Literature—Grammar Grades	3
English II—Oral expression	2	English V—Modern Literature	2
English III—Reading and Literature—Primary Grades	4	History III—American	3
Geography I	3	History IV—Contemporary	2
Geography II	3	Health Education	3
Handwriting	2	Home Economics	1
History I—European Background	3	Industrial Arts II—Grammar Grades	3
History II—Social Studies	3	Music III	2
Hygiene	2	Music IV	2
Industrial Arts I—Primary Grades	3	Physical Education IV	1½
Introduction to Teaching	2	Physical Education V—Athletics	1½
Library Technique	1	Principles of Education	3
Mathematics	4	Rural Sociology	3
Music I	2	Rural Teaching Problems	2
Music II	2	Science II—General	2
Physical Education I	1	Teaching II—Grade Room	3
Physical Education II	1	Teaching III—Rural	5
Physical Education III—Athletics	1		
Psychology I	2	Total	45
Science I—Nature Study, etc.	2		
Teaching I—Observation, Participation, Group	2		
Technique of Teaching	2		
Total	53		

Credits may be reduced to semester hours by multiplying by 2/3.

## COURSES OFFERED

*Curriculum Organization.*

3 hours per week for 12 weeks.

This course aims to develop the principles underlying the making of elementary school curricula. It clarifies the meaning of such terms as curriculum, course of study, program, subject-matter, method, project, problem, type, etc. It considers the materials of education and their organization for elementary classroom instruction. The student is acquainted with the literature of the subject through a wide variety of reference reading. Recent movements in the development of curricula are studied. Each student prepares one or more units of the curriculum and submits the report for criticism and discussion in class.

*Educational Psychology—Introductory Course.*

3 hours per week for 12 weeks.

This course analyzes man from the standpoint of his native equipment and original tendencies with the view of building up a background and developing psychological principles which will aid (1) in the interpretation of human behavior, and (2) in the understanding and application of the laws of learning. Frequent reference is made to classroom situations and educational practices. Problems are assigned from time to time with the view of causing the student to apply psychological principles to actual situations as observed or experienced by him in and out of the classroom. In general, this is a basal course designed to interpret and guide educational practice and procedure.

*Elementary School Problems.*

3 hours per week for 12 weeks.

This course parallels Teaching II. It aims to help students use effectively in teaching the subject-matter previously presented in professionalized subject-matter courses; to assist them in developing skill in managing a class and in conducting classroom exercises; to serve as a clearing-house for difficulties encountered in Teaching II; and to help students avoid mistakes commonly made by beginning teachers by anticipating needed subject-matter and methods not previously discussed.

Some of the topics discussed are: Measuring the results of teaching by means of informal tests, by means of standard tests; grading and promotion; evaluation of teaching; variation in method procedures with emphasis upon the problem and project as types, also supervised study recitations; and topics which grow from students' questions and supervisors' visits.

*English I—Fundamentals in English.*

2 hours per week for 24 weeks.

The specific objectives of this course are:

To provide opportunity for the students' self-improvement by the organization of units of work suitable for use in the elementary school, and a study of methods of presenting them to secure effective results;

To reach a definite, acceptable standard of proficiency in the fundamentals in English.

(Observation in the demonstration school is used as one means of clinching principles studied.)

*English II—Oral Expression for Elementary School Teachers.*

2 hours per week for 12 weeks.

The objectives of this course are:

To show to elementary school teachers the value of effective expression;  
To afford training for personal improvement in oral expression;  
To give methods of teaching the various phases of expression in the elementary grades.

*English III—Reading and Literature—Primary Grades.*

4 hours per week for 12 weeks.

This course aims to give a definite knowledge and appreciation of the various types of materials adapted to this level. Selected Mother Goose Jingles and nursery rhymes, fairy tales, traditional and modern, myths, fables, realistic animal stories, and poems will be extensively used. Emphasis will be placed on the technique of teaching reading to beginners, and to the second and third grades, laying stress on forming desired habits and acquiring needed skills and appreciations.

An attempt will be made through lectures, assigned readings, discussion, observation, and a study of professional literature and elementary school text-books to give some fundamental principles with definite and concrete methods which students may use in their teaching.

*English IV—Children's Literature—Grammar Grades.*

3 hours per week for 12 weeks.

This course is designed to give a survey of those reading materials that are most suited to the needs and interests of children in the intermediate and grammar grades; to give psychological principles for selecting the materials; and to give practical suggestions for using them. Greek, Roman, and Norse myths, romance cycles and legends, animal and nature stories, biography and autobiography, realistic stories, stories of adventure and poetry are types chosen for reading and study.

Wide reading will be encouraged in order that teachers in training will appreciate the material in itself, and will be prepared to act as stimulator, guide, and director of classroom work and of recreational reading.



The demonstration school will be used for observation of type lessons.

*English V—Modern Literature.*

2 hours per week for 12 weeks.

This is primarily a reading course intended to give the student some acquaintance with and appreciation of the better things in modern literature which will help him form desirable reading habits. Some of the best specimens of poetry, short story, novel, essay, and drama will be studied in a sufficiently detailed way to give a good basis for judging materials.

*Geography I.*

3 hours per week for 12 weeks.

Aims: A knowledge of modern geographic conditions and ways and means of adapting these to the comprehension of children. Intelligent use of texts and materials available by applying the laws of learning. A realization of the operation of the universal laws expressing themselves in the lives of men through geographic controls. Appreciation of the progress made by people in their attempt consciously to apply these principles. A vision of a world good-fellowship brought about through understanding and sympathy.

*Geography II.*

3 hours per week for 12 weeks.

(See Geography I for a statement of aims.)

The difference between courses I and II is one of degree and increasing difficulty rather than kind. Course I begins at home, building up ever widening relationships. Course II carries these over into the more distant regions of the globe. There is progression rather than repetition.

*Handwriting.*

2 hours per week for 12 weeks.

The purpose of this course is to give opportunity for improvement in handwriting. Standard practice tests in handwriting are used as a means for the individual student to progress at her best rate.

*Health Education.*

3 hours per week for 12 weeks.

This course deals with the problems of school and community hygiene. The chief topics treated are: Public health; communicable and non-communicable diseases; resistance and immunity; importance of ventilation, heating and lighting; public supplies of food, water, gas; public sewerage and disposal of sewage; function of state and county boards of health; presentation and discussion of subject-matter for all grades in graded and rural schools; first aid and safety for schools and community.

*History I.*

3 hours per week for 12 weeks.

This course is planned to give students a knowledge of "Old World Backgrounds" history, as well as to prepare them to teach such of that history as is demanded by the elementary school curriculum. Classroom activities include not only the subject-matter of the course, a discussion of the ancient world and early mediaeval times, but also much professionalization of the material studied. This takes the form of class observation of demonstration lessons, making of large-unit lesson plans, picture collections on special topics, study of elementary source material, the writing of history stories, and the presentation of assembly programs on special historic days.

*History II.*

3 hours per week for 12 weeks.

The subject-matter of this course includes a study of mediaeval life and the beginnings of modern history in Europe and America to the time of the American Revolution. The general statement and purpose of this course is the same as for History I, but History II is designed especially to furnish a background for the teaching of history and biography in the first four grades of the elementary school; thus the selection of subject-matter is conditioned by the content of elementary social science courses of study. Much work is done in the collection and arrangement of appropriate illustrative and biographical material.

*History III—American History.*

3 hours per week for 12 weeks.

This course presupposes, both in content and method, History I and History II. It includes problem study of comprehensive topics in the field of American History, systematic study of current events, a careful examination of civics text-books and courses of study, and much attention to the best methods of teaching history. It is designed to prepare student teachers for classroom work through: A wide acquaintance with the subject-matter of American History and the writers of history books of all types; the manipulation of subject-matter in problem solving; much practice in the selection of subject-matter which is worth while in the education of the elementary school citizen; using, comparing, and critically examining elementary school texts and illustrative material of all kinds with a view to learning the place of text-books in history teaching; a careful consideration of many types of history teaching to form a basis for evaluating the worth of various methods, and for developing standards of technique; actual observation, followed by class discussion, of many different phases of history teaching; preparing articles on topics of current interest and presenting current events programs; working out large units of historical and civic subject-matter into a series of lesson plans.

*History IV—Contemporary History.*

2 hours per week for 12 weeks.

This is primarily a current events course designed to give the students wide acquaintance with an appreciation of world history in the making. It is a research course in current magazines and newspapers for the purpose of enlarging the students' knowledge and developing in them the proper sort of newspaper habits. To this end these things particularly are stressed: Acquaintance with the best current history magazines and daily newspapers, the arrangement of current events bulletin boards, the best methods of teaching current events, and the keeping of cumulative scrap-books. It is hoped that the course will develop an interest in worth while current affairs which will "carry on" after the students leave school.

*Home Economics.*

2 hours per week for 12 weeks.

This course is divided into two parts. One-half of the time is devoted to the problem of the school lunch in the rural school: the need for it, necessary equipment, suitable menus, preparation and serving of the lunch.

In the second half of the course some sewing is done. A simple garment is made in order that the student may be able to design and make costumes for plays and pageants. Some time is also given to planning the most suitable clothing for teachers.

*Hygiene.*

2 hours per week for 12 weeks.

This course is applied personal hygiene and may be used by the



student in teaching. The student receives that amount of instruction in anatomy and physiology that is necessary for a better understanding of the growth of the body and for acquiring the technique of living. Special emphasis is given to posture and to body mechanics, exercise, sleep, rest, food, and diet.

#### *Industrial Arts I.*

3 hours per week for 12 weeks.

Aims: Clarification of thought by means of concrete expression through the medium of the hand. Utilization of the natural impulses of children to be active by directing these into constructive and artistic channels. Muscular and nervous control resulting in greater skill to execute, and in habits of accuracy, neatness, and persistence. Acquaintance with and participation in the more universal processes of the social and industrial world, leading to appreciation of its products and to respect for the labor involved. Pleasure in the ability to create and to satisfy simple needs and desires of every-day life.

#### *Industrial Arts II.*

3 hours per week for 12 weeks.

The aims of this course are the same as those stated for Course I. Courses I and II differ in degree and difficulty rather than in kind. In so far as is practicable, Course I considers the needs of primary children, Course II those of children in the grammar grades. This distinction cannot profitably be held to at all times.

#### *Introduction to Teaching.*

2 hours per week for 12 weeks.

##### *Purpose of Course:*

1. To introduce the student to the major problems of teaching in the public schools.
2. To master in an elementary way the basal ideas and the basal vocabulary of the calling.
3. To develop a fairly adequate preliminary idea of what the public school as a social institution is designed to accomplish, and of the means and processes which it employs in the accomplishment of this purpose.

##### *Topics to be Considered:*

1. The nature of the processes called teaching and learning.
2. The social origin and character of the materials of education.
3. An elementary notion of mental development.
4. Nature's provisions for learning and the implied lessons for the teacher.
5. The adapting of instruction to individual capacities.
6. The basal elements of schoolroom procedure.
7. The main outlines of the system of public education in the United States.
8. General qualifications for the teacher.
9. Special qualifications for different levels of teaching.

#### *Library Technique.*

2 hours per week for 12 weeks.

This course is designed to teach the student to make the best use of the library by familiarizing him with the Dewey Decimal Classification, the card catalogue, the use of government material, the periodical indexes, and reference books, general and specific. The library itself is used as a laboratory, and the student is expected to work out various problems; e. g., the making of a bibliography on a special subject connected with his studies. The course is further designed to teach the student how to equip and to organize a small school library. With this end in view, a brief survey of the simple methods in classification, loan, accession, selection and buying of books is given.

#### *Mathematics in the Elementary School.*

4 hours per week for 12 weeks.

This course is primarily concerned with the subject-matter of arithmetic and how it should be taught in the elementary school. The subject is studied from the historical point of view for the purpose of giving the student a perspective of the subject and an appreciation of the principles and fundamental processes of arithmetic. The whole subject is recast from the standpoint of its development by the race, and enlarged by relating high school and college courses in mathematics to the subject-matter and principles of arithmetic. The major aim is to give meaning to the subject and its processes so that the result will be a new view rather than a review. Investigations are also made as to the best methods of teaching arithmetic, of modern text-books, supplementary materials, and standard tests. Lesson plans are developed on the more important phases of the subject along with observation of demonstration lessons in the elementary grades.

#### *Music I.*

2 hours per week for 12 weeks.

This is a beginning course and is planned to acquaint the student with: (a) the proper use of a child voice and correction of the monotone; (b) the development of a singing voice in the teacher; (c) a great many of the best rote songs and the actual presentation of them; (d) rhythm by means of the toy band, simple interpretive movements and songs; (e) beginning sight-singing and ear training; (f) fundamental technical problems.

#### *Music II.*

2 hours per week for 12 weeks.

Music I and Music II are planned to be taken in sequence. Students who show ability equivalent to that represented by Music I are excused from the introductory course.

This second course includes: (a) the study of songs suitable to the upper grades; (b) advanced sight-singing and ear training; (c) more advanced rhythmical study; (d) the appreciation lesson; (e) continuation of the study of technical problems such as: triplets, rests, dotted notes, etc.

#### *Music III.*

2 hours per week for 12 weeks.

This course is devoted largely to methods of teaching primary music, with opportunity for practice teaching in the town and rural school under the supervision of the music instructor. It considers also the terminology of music; it gives continued instruction in sight reading; and it provides song material in addition to that previously studied.

#### *Music IV.*

2 hours per week for 12 weeks.

Topics considered in this course are: (a) methods of teaching upper-grade music and practice teaching as in Music III; (b) essentials of conducting; (c) class discussion of current musical events and history of music; (d) additional song material.

Throughout the entire course in music as much time as possible is given to the study of the great masters with a view to developing in all students a keen sense of appreciation of the best in music.

#### *Physical Education I, II, and III.*

2 hours per week for 36 weeks.

This course outlines the aims of physical education and gives a brief history of the subject.

Physical education activities are planned so as to give to each student actual practice in games and activities as preparation for teaching the



subject. Subject-matter is outlined for grades one to seven. Material presented includes games for playground and schoolroom, self-testing activities, rhythmic activities, dramatics, and posture training.

*Physical Education IV and V.*

1 hour per week for 24 weeks.

This course is a continuation of Physical Education III. The chief topics considered are: Play and what it means to the child; importance of organized play in school; organized games, athletics, and social games; stunts and efficiency tests; girls' track and field events; folk dancing (simple to difficult); physical education as outlined for the State of Maryland; how to conduct a meet; how to conduct tournaments; good sportsmanship.

Organized athletics is an extra-curricular activity open to all students. Teams representing the school as well as the various sections, classes, and societies compete in field ball, volley ball, and basket ball. Instruction is given in tennis, baseball, and soccer. Tournaments are held in the various events.

*Principles of Education.*

3 hours per week for 12 weeks.

This being a summarizing and integrating course, it is presented as late in the two-year course as possible. It aims to make the students conscious of a working philosophy of education by bringing together, relating, and re-interpreting educational concepts which have been developed through previous courses.

Among the topics discussed are: Comparison of present-day educational problems and tendencies in the United States with those of earlier periods in its history; application of the teachings of several prominent educators of both the past and the present—Rousseau, Pestalozzi, Herbart, Froebel, Dewey, Thorndike, and others—to present-day teaching; the place of individual instruction; Maryland school law; moral education in the school; improvement through self-criticism; and supplementary problems arising because of needs discovered among the students.

*Psychology I—Introductory Course.*

2 hours per week for 12 weeks.

This course deals with: (1) the biological principles of cell division, the subsequent differentiation of cells into special organs, and the laws of heredity; (2) the anatomy and physiology of the human nervous system, the special sense organs, and the muscles of the body; (3) the natural phenomena of human environment such as light, sound, heat, odor, etc., with reference to the special sense organs of the body. The chief aim is to treat the materials from these three sources so as to form a background for the topics ordinarily presented in a course in Educational Psychology.

*Rural Sociology.*

3 hours per week for 12 weeks.

This course is designed to give teachers in the rural field a working background of knowledge of the sociological factors to be found in rural communities.

Practice is given in making and giving school community surveys and in interpreting the needs thus shown. This takes the form of a study of the history of rural communities, of desirable rural community organizations, economic coöperative enterprises, and educational agencies which benefit rural communities.

*Rural Teaching Problems.*

3 hours per week for 12 weeks.

This course parallels the teaching done by the students in the one-teacher schools, known as Teaching III. The class meets three times

weekly, the meeting serving largely as group conferences at which difficulties met by the students in practice are presented by the students themselves or are brought to their attention by their instructor, who is usually the supervisor of practice. The course aims to point out clearly the differentiation in the curricula of the rural one-teacher schools and the larger city or town graded schools, to apply all normal school courses to the one-teacher school situation, and to discuss and find solutions for problems which arise in Teaching III.

Among the topics discussed are: Daily programs; courses of study under a grouping plan; adaptation of types of teaching to the one-teacher schools; utilization of the rural environment; teaching equipment; classroom management; attendance, records, and reports; parent-teachers associations; relation of teachers to the administrator and supervisor; development of leadership.

*Science I—Nature Study.*

2 hours per week for 12 weeks.

Aims: To show the necessity for first-hand acquaintance with nature as a basis for better social living and for an understanding of geography. To point out the inspirational value of nature. To initiate scientific habits of study and attitudes of mind. To form the habit of finding wholesome interests out of doors. To create respect and reverence for the marvels inherent in the "common" things of life.

Subject-matter: A seasonal approach. A perspective of the scope involved. A study of relationships between animal and plant life in their setting; of weather as it is related to our every-day life. The cycles of life. Excursions, observations, and simple experiments for the purpose of interpreting some of nature's laws.

*Science II.*

2 hours per week for 12 weeks.

This course deals primarily with the industry of agriculture both from the scientific and the practical point of view. The chief aims of the course for prospective rural-school teachers are: (1) to give the teacher a better understanding of the activities and economic conditions of the rural community in which she is to teach; (2) to enable her to utilize to best advantage the rural industries and environment for the enrichment and the teaching of the elementary school subjects. The emphasis is placed on the educational value of the course. Attempt is made in the study of farm operations to open up the great fields of knowledge such as chemistry, physics, and biology, as well as to use the study as a vital opportunity for the study and application of the elementary school subjects such as geography, arithmetic, reading, writing, etc. Teaching material is collected and definite projects and laboratory experiments are assigned.

*Teaching I.*

In this course, students are assigned to a room in the campus demonstration school for a period of twelve weeks for one hour daily. Their carefully directed observation and conferences closely parallel the course in Technique of Teaching. Not only do they observe, but they participate in carrying on some of the activities of the school, beginning with very simple ones and gradually taking charge of the more difficult ones. It is here that students learn to construct lesson plans of various types and combination of types. During the latter part of the course, small groups of pupils are taught by the students. The critics' conference rooms are ideally planned for this kind of work.

*Teaching II.*

In Teaching II, the first actual classroom teaching begins. During the course, each student teaches a period of four weeks in the primary



grades, intermediate grades, and grammar grades, respectively. The time taught daily is one hour. This teaching is done in the Salisbury Schools under the supervision of the Normal School instructors and classroom critics. Students here become acquainted with children of varying ages and subjects requiring different skill and knowledge for teaching. Paralleling this teaching and offering suggestions for self-evaluation is the course, Elementary School Problems. Teaching II supplies many of the approaches and most of the examples for helping students in this self-evaluation and self-improvement.

### Teaching III.

This is the most difficult phase of practice teaching. Students spend one-half day daily for six weeks in the affiliated one-teacher rural schools. These 90 hours added to the 120 hours of practice in Teaching I and Teaching II make a total of 210 hours. Students are as closely supervised in these schools as in the campus and Salisbury schools. The schools are typical one-room rural schools varying in size and abilities of children. Students are made to feel as much at home in the school and community as possible. They attend meetings of the Parent-Teachers Association and socials held in the community during the period of teaching.

### Technique of Teaching.

2 hours per week for 12 weeks.

This course parallels the work in observation and participation known as Teaching I.

#### A. Purposes:

1. To follow up the work in "Introduction to Teaching" by presenting to the class the points of teaching technique as given in some text-book of recognized worth.
2. To serve as a clearing-house for the discussion of problems which come up in Teaching I.
3. To elaborate the text by much reference to other similar books, and thus acquaint the class with professional literature.
4. To develop in the students the ability to recognize problems of teaching technique, and to seek the solution of these problems in professional literature.
5. To develop ability in lesson planning and in simple classroom procedures.

#### B. Content of course.

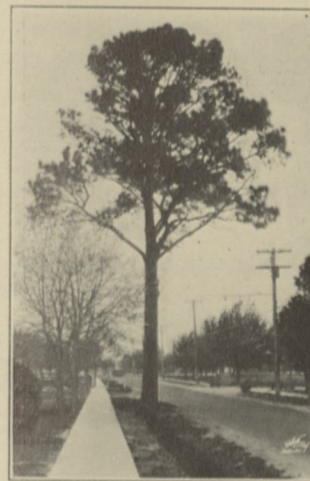
Work is roughly divided into two units, to parallel work in Teaching I.

#### I. General factors that condition teaching.

- a. Physical factors of schoolroom; heat, lighting, ventilation, seating, room decoration, etc.
- b. Discipline: routine factors, attitude of teacher, group responsibility, etc.
- c. Questioning: types, variety, distribution, etc.

#### II. Types of lessons and lesson planning.

- a. Drill lesson.
- b. Development.
- c. Project work.
  1. Problem solving.
  2. Appreciation lessons.
  3. Constructive type of project.
  4. Other types.



"THE PINE TREE IS OUR OWN TREE, A GROWN TREE, A CONE TREE."



"THE HOLLY LAND, THE JOLLY LAND DOWN ON THE EASTERN SHORE."



"ONLY A LITTLE WAY AHEAD IT STRETCHED, THE DULL, GRAY MOIRE RIBBON OF A ROAD, ON EITHER SIDE THE PINES WERE FAINTLY ETCHED LIKE DUSTY STEEL ENGRAVINGS, DIM AND OLD."





"WHAT NAME SO TUNEFUL IN ITS FLOW AS THAT OF THE  
WICOMICO?"



"NEAR THE LAKE WHERE DROOPED THE WILLOW, LONG TIME AGO."

### *How To Get To the Normal School*

On registration day, students coming to Salisbury by either of the two railroads will be met at Union Station by the school bus. Those coming by motor routes will be met at the Wicomico Hotel. In either case the school should be notified in advance. Busses from points south will stop at the school, and those from other points will, on request, deliver students at the school without extra charge.

Satchels and trunks will be handled for students through the school office at a cheaper rate than students can individually secure in Salisbury.



## *An Opportunity for Loyal Service*

EVERY good citizen of Maryland, man or woman, is interested in the development of the State's public school system. The need for trained teachers, particularly in rural schools, is great. No finer service can be rendered your children, or your neighbor's, than to secure, as their teacher, a graduate of a State normal school. To that end, you are urged to use your influence. Encourage the children of your elementary school to persevere to secure the priceless education represented by a four-year high-school course; help the most promising of these graduates to train for teaching; and, finally, keep them at home to serve their own community. The best is none too good for a Maryland boy or girl—the best in teachers, the best in buildings and equipment, the best in school attendance, and the best in community coöperation.